



Title I News

December 2004

- **Title I Mid-Year Financial Report**
- **Funding Update - Reallocated Funds and District Program Improvement Funds**
- **Title I MISO3 Codes**
- **Monthly Featured Articles**
 - ✱ **Reading Corner – Does Your Reading Instruction Meet the Excellence Criteria?**
 - ✱ **Math Corner – *The Twelve Days of Christmas***
 - ✱ **Reading First Corner – Supplemental and Intervention Programs**
- **Director's Report**
- **2005 Legislative Session**
- **Congress Reauthorizes IDEA**
- **Federal Title Funding for 2005-2006**
- **2005 Summer Institutes**
- **Watch the Mail...Reading Month Packets Are on the Way**
- **K-8 Math Institute and Lenses on Learning**
- **Upcoming Events**
- **Title I Staff**

Title I Mid-Year Financial Report

The 2004-2005 Title I Mid-Year Financial Report (SFN 7822) will be mailed to school districts over the holiday break. Please complete the report and return it to the Department of Public Instruction Title I office. The Mid-Year Financial Report form is due on Tuesday, January 18, 2005. Please report all expenditures from July 1, 2004 through December 31, 2004 on the financial report. If you are planning to spend a portion or all of the 5% Teacher Quality Set Aside Funds, please complete a budget revision on the ORS stating how these funds will be used.

The Title I Mid-Year Financial Report (SFN 7822) is available online as a PDF document at www.dpi.state.nd.us/forms/sfn7822.pdf and in MS Word format at www.dpi.state.nd.us/forms/word/sfn7822.doc. Guidance to assist you in completing the form is also available online at www.dpi.state.nd.us/forms/instruct/instruct7822.pdf.

If you have questions or need assistance with this form, please contact Mary Neigum, Title I fiscal officer, by e-mail at mneigum@state.nd.us or by phone at (701) 328-2281.

Funding Update – Reallocated Funds and District Program Improvement Funds

Those districts that are waiting approval for their reallocated funds and district program improvement funding should expect to receive notification the week of January 3-7, 2005.

Please be mindful, the funding period for activities for both the second round of reallocated funds or district program improvement funding is January 3, 2005 to June 30, 2005.

Title I MISO3 Codes

By now, all schools should have received their 2004-2005 Approval and Accreditation reports from the Department of Public Instruction.

For your convenience, the Title I office has listed the MISO3 codes on all of the Title I math and reading credentials. This will be useful when completing your Title I teachers MISO3 reports.

Please check with your Title I teachers when you are completing your 2004-2005 Approval and Accreditation reports to ensure that you are using the correct MISO3 codes.



Monthly Featured Articles

Reading Corner

By: Nita Wirtz

Topic: Does Your Reading Instruction Meet the Excellence Criteria?

It is nearly time to bid farewell to the year of 2004! As we approach the holiday season, we take one last look at the things we have accomplished and with the New Year will make goals on things we will try to improve in 2005. Keeping with this tradition, this month's Reading Corner article will center on the review and setting of goals for your school's reading program.

North Central Regional Educational Laboratory (NCREL), provided a checklist on their website regarding excellence in reading instruction. The checklist can be used to look at current practices in your school and to set new goals with parents and community groups. The checklist items are as follows:

Vision of Learning

- Meaningful learning experiences for students and school staff.
- High enjoyment of reading, writing, and learning.
- Restructuring to promote learning in the classroom.
- High expectations for learning for all students.
- A community of readers in the classroom and in the school.
- Teachers and administrators committed to achieving the national goal.

Things to watch for in 2005!

Based on the synopsis of making New Year's resolutions, the Title I office will make a resolution that more Title I Middle School Reading Information will be available in the New Year. Please keep watch for the upcoming January issue of *Title I News* for more information.

Curriculum and Instruction

- Curriculum that calls for a diversity of real literature and genre, a repertoire of learning strategies and organizational patterns for text passages.
- Collaborative teaching and learning involving student-generated questioning and sustained dialogue among students and between students and teachers.
- Teachers building new information of student strengths and experiences.
- Authentic tasks in the classroom such as writing letters, keeping journals, generating plays, author conferences, genre studies, research groups, sharing expertise, etc.
- Opportunities for students to engage in learning out of school with community members.
- Real audiences (e.g., peers, community members, other students).
- Homework that is challenging enough to be interesting but not so difficult as to cause failure.
- Appreciation and respect for multiple cultures and perspectives.
- Rich learning environment with places for children to read and think on their own.
- Instruction that enables readers to think strategically.

Assessment and Grouping

- Performance-based assessment, such as portfolios, that include drafts and projects.
- Multiple opportunities to be involved in heterogeneous groupings, especially for students at risk.
- Public displays of student work and rewards.

Staff Development

- Opportunities for teachers to attend conferences and meetings for reading instruction.
- Teachers as researchers, working on research projects.
- Teacher or school partnerships/projects with colleges and universities.
- Opportunities for teachers to observe and coach other teachers.
- Opportunities for teachers to try new practices in a risk-free environment.

Reading Corner continued on page 3.

Reading Corner (continued)

Involvement of Community

- Community members and parents participation in reading instruction as experts, aides, guides, and tutors.
- Active involvement of community members on task forces for curriculum, staff development, assessment, and other areas vital to learning.
- Opportunities for teachers and other school staff to visit informally with community members to discuss the life of the school, resources, and greater involvement of the community.

Policies for Students At-Risk

- Students at-risk integrated into the social and academic life of the school.
- Policies/practices to display respect for multiple cultures and role models.
- Assessment practices that are culturally unbiased.

Information credited to: North Central Educational Regional Laboratories – Knuth, R.A., and Jones, B.F. (1991). What Does Research Say About Reading? NCREL, Oak Brooks. Retrieved on: 12/14/04 from www.ncrel.org/sdrs/areas/stw_esys/str_read.htm.

Math Corner

By: Ann Ellefson

Topic: “*The Twelve Days of Christmas*”

Were you aware that the actual cost to implement “*The Twelve Days of Christmas*” in 2004 is \$17,296.91 (www.pncbank.com/12days)? The priciest of all the verses is hiring the nine ladies dancing at \$4,400.13. With the various dynamics “*The Twelve Days of Christmas*” has to offer, think of the great activities you could implement and incorporate in your classroom.

- **“*The Twelve Days of Christmas*” and Pascal’s Triangle**

Using Pascal’s triangle you can find the total number of items given by a true love in the “*Twelve Days of Christmas*.” This activity is further outlined online at <http://dimacs.rutgers.edu/~judyann/LP/lessons/12.days.pascal.html>.

- **“*The Twelve Days of Christmas*” Music Meets Math in a Popular Christmas Song**

Have you ever wondered how many total gifts accumulate by the last day of “*The Twelve Days of Christmas*” taking into consideration that each day the character in the song gets a single present as well as a duplication of the previous day(s) gift(s)? The patterns you get when you chart this information may be surprising. You can find more information on the various ways to chart this information online at www.aip.org/isns/reports/2002/058.html.

- **Paying for “*The Twelve Days of Christmas*”**

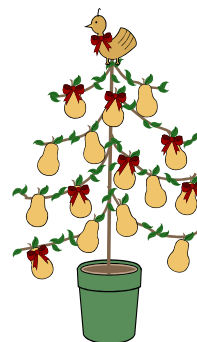
For this activity, you will need to find out how many presents, in total, the true love will have to purchase and then determine the actual cost of purchasing such a gift in 2004. This activity is available online at www.nm.k12.in.us/schools/nrms/staten/Christms/christms.htm. A similar activity is available online at <http://dimacs.rutgers.edu/~judyann/LP/lessons/12.days.html>.

- **Calculating the Percents of “*The Twelve Days of Christmas*”**

In this activity, students will calculate the percentages of the total gifts received on each of the twelve days of Christmas. This website provides directions for the activity as well as solutions that have been submitted by students <http://mathforum.org/elempow/solutions/solution.ehtml?puzzle=94>.

- **“*The Twelve Days of Christmas*” – Revised**

This activity provides a fun way to teach ordinal numbers to students. “*The Twelve Days of Christmas*” has been adapted and changed to reflect several math concepts. This is a fun way for students to review their math concepts and sing at the same time. This activity is available online at www.lessonplanspage.com/MathMusicTheTwelveDaysOfMathChristmasSongIdea2.htm.



Reading First Corner**By: Gail Schauer****Topic: Supplemental and Intervention Programs**

Are you hunting for a good supplemental and/or intervention program for your students? Do you feel that your core reading program needs supplementing in one of the essential reading components (phonemic awareness, phonics, fluency, vocabulary, or reading comprehension)? Or are you reviewing a supplemental or intervention program that looks like it would be helpful for your students?

Check out the Oregon Reading First Supplemental and Intervention Individual Programs at <http://oregonreadingfirst.uoregon.edu/SIprograms.php>. This website covers the critical review of supplemental and intervention curriculum programs in beginning reading completed by the Oregon Curriculum Review Panel and the Oregon Reading First Center. The panels have identified 106 High Priority Supplemental and Intervention programs, which can be found on this site.

Over 100 programs were reviewed to determine how they may be based on scientifically-based reading research, whether it is a supplemental program and/or an intervention program, for which grade levels the program is appropriate, and which essential components are covered. For example, the “Soar to Success” published by Houghton Mifflin is an intervention program covering phonics and comprehension that is appropriate for the third grade level. The review provides a checklist that details exactly which phonics skills and which comprehension skills are covered the best.

Just as a word of caution, there is a plethora of wonderful supplemental and intervention program available; and there are always new ones coming out in the market. The Oregon Reading First site is just a place to start. It would be almost impossible to review all the programs. When reviewing a program, it is helpful to use the *Consumer’s Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis* found at <http://reading.uoregon.edu/index.php> under “Curricula”.

Director’s Report

I am sure that many of you have heard bits and pieces on the news pertaining to recent developments regarding the highly qualified staff provision in the NCLB Act. Since I have received so many e-mails on the topic, I decided to address the issue in this month’s Director’s Report. Although the situation is far from being resolved, maybe I can clarify what exactly has transpired regarding the situation.

After NCLB was passed in January of 2002, all states were required to submit four state plans to the USDE. The first one was due in June of 2002 and provided the USDE with general information on the federal Title programs included in the NCLB Act. The second, and most significant, plan was due in January of 2003 and very specifically outlined the accountability system that we were proposing in North Dakota. The third plan was due in May of 2003 and provided baseline data and targets on student achievement as well as listing state activities to implement the programs under the NCLB Act.

The fourth and final plan was due in September of 2003 and required states to submit their definition of Highly Qualified staff as well as information on LEP and Safe and Drug Free requirements.

All states received feedback on their plan submissions. We had to make some changes, as required by the USDE, but eventually, we received official approval on our plans. However, we were informed that definitions of Highly Qualified as outlined in the plan were not being reviewed or approved by the USDE. We were very concerned about this and specifically asked the USDE to provide feedback to us regarding our definition of highly qualified. Our request was denied and we were told that if there were any concerns it would be addressed during the monitoring process established under the NCLB Act.

On December 1-2, 2004, North Dakota had a site visit from the USDE to monitor the Title II program under NCLB. It was during this visit that our definition and process for ensuring that all teachers are Highly Qualified was reviewed.

Director’s Report continued on page 5.

Director's Report (continued)

After describing our process, we were informed that we were out of compliance in one area. North Dakota's plan states that we will test new elementary, middle, and high school teachers as of July 1, 2006 and new Title I teachers as of January 1, 2005. Our plan further states that current teachers are Highly Qualified with a major in elementary education. We were informed that all elementary teachers, current and new, had to demonstrate their competency and skills by (a) passing a rigorous state academic subject matter test, (b) holding a graduate degree, advanced certification or credentialing, or (c) using the high, objective uniform state standard of evaluation (HOUSE). A major in elementary education alone was not sufficient.

We were informed that our report from the USDE visit would list this issue as a finding and that we would need to respond back to the USDE as to how North Dakota plans to come into compliance with this regulation.

The ESPB and our congressional delegates are currently communicating with the USDE and requesting that North Dakota be permitted to grandfather all current elementary teachers until 2006. However, the ESPB is also researching and preparing options for our state in the event that we are required to implement additional steps to ensure that our state complies with the Highly Qualified staff provisions.

The number one question I am being asked is whether or not current Title I elementary teachers will need to come into compliance with this regulation. If it is determined that our state needs to do something further to demonstrate that our current elementary teachers meet the federal definition of Highly Qualified, then yes, Title I elementary teachers would be included. We will be researching whether the credentialing system that we currently have in place would meet the intent of the law for Title I personnel.

We will keep you posted through our Title I newsletter as to the status regarding this issue as we know there are still many questions that need to be answered.

2005 Legislative Session

The 2005 Legislative Session officially starts Tuesday, January 4, 2005. In an effort to keep school personnel up-to-date on proposed legislation, we will be creating a link on the Title I homepage to summarize legislative happenings. School personnel will be able to access a copy of the proposed education-related bills, obtain information on how to contact legislators, link to other sources of information, and access a weekly narrative summary of what is happening during the Legislative Session. Please watch for further information in our January 2005 issue of *Title I News*.



Congress Reauthorizes IDEA

On December 3, 2004, President Bush signed into law and passed the long-anticipated reauthorization of the Individuals with Disabilities in Education Act (IDEA).

The 162 page law is quite lengthy and complex. Now we wait for the USDE to issue guidance on the new law. Special Education staff with the Department of Public Instruction (DPI) will provide additional guidance and clarification as well in the upcoming months.

Most of the sections of the law become effective on July 1, 2005. One notable exception pertains to the requirements regarding "highly qualified" Special Education teachers, these become effective immediately.

One other interesting note is that the newly reauthorized law is silent on the issue of qualifications for special education paraprofessionals. We assume this means that the only special education paraprofessionals that will have to comply with the NCLB aide/paraprofessionals provisions are those that work in Title I schoolwide buildings and have instructional responsibilities. We will wait and see if the guidance elaborates on this issue.

We will keep you informed in future Title I newsletters of any guidance issued by DPI and other information pertaining to the new IDEA law.

You can get a copy of the law on the Internet at http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_cong_bills&docid=f:h1350enr.txtpdf.

Federal Title Funding for 2005-2006

On December 8, 2004, President Bush signed Public Law 108-447 which provided appropriations for federal funding for the 2005-2006 school year.

The Bush Administration, the House, and the Senate originally had proposed a billion dollar increase for the Title I program. However, at the last minute, all programs received an across the board funding cut, including Title I. Therefore, the Title I program received only a small increase nationally.

Listed below are some of the details regarding the appropriations bill.

- Overall, FY 2005 funding for Title I, Part A Grants to LEAs is increased by \$397 million (+3%) over FY 2004 to \$12.7 billion. The requested amount was \$13.2 billion.
- Provides \$6.9 billion for Basic Grants (slightly less than last year), \$1.4 billion for Concentration Grants (level with last year), \$2.2 billion each for Targeted Grants and Education Finance Incentive Grants (a \$248 million, or 13%, increase for each program compared to last year).
- Does not provide for the Senate earmark of \$71.6 million to be distributed to States that lost funds under the SY 2004-05 allocation compared to the preceding year. North Dakota was one of the seven states that lost funding last year and would have benefited if this supplement had passed. Unfortunately, it did not.
- The conference bill did not include any additional funding for School Improvement under section 1003(g) of Title I.
- State Assessment is funded at \$412 million, \$22 million (6%) over the FY 2004 amount. \$400 million would be distributed to States through a formula. ED would use the remaining \$12 million in funds for competitive grants to help States to improve the fairness and quality of their assessment systems.
- The final bill restored two programs that were proposed to be eliminated, Title V Innovative Education and the CSRD program. Both programs were significantly cut, however. We will not know how much North Dakota will be reduced until we receive our state allocations.

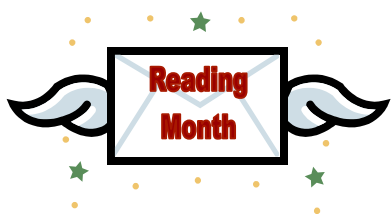
We will continue to provide updated information as it becomes available. We are hoping to receive our estimated Title I state allocation at the National Title I Conference to be held in January 2005.

2005 Summer Institutes

The Department of Public Instruction Title I and Special Education offices are seeking your input regarding the 2005 Reading Summer Institute and 2005 Math Summer Institute. We are considering several options for each of the institutes and would like feedback from the field regarding which institute Title I and Special Education teachers would prefer.

We have developed a survey for North Dakota educators to complete to give us some feedback regarding these institutes. The survey will be e-mailed to all Title I teachers, schoolwide contacts, and Special Education directors during the week of December 20-24, 2004. Please take a moment to complete this survey and return it to the State Title I office by **Friday, January 7, 2005**. Surveys may be submitted via mail, fax or e-mail.

Watch the Mail...Reading Month Packets Are on the Way



February will be here before we know it, therefore, so will Reading Month. The theme of this years reading month is *Around North Dakota in 28 Days: Discover the Spirit*. Envelopes containing the printed Reading Month Packet were sent via postal mail on Thursday, December 16, 2004. The envelopes were addressed generically to each school but have a large, red **READING MONTH** stamp on the front. Be sure to be on the lookout for this packet! You won't want to miss it.

K-8 Math Institute and Lenses on Learning

Dickinson State University, through its Math/Science Partnership Grant, extends an invitation to the faculty, administration, and paraprofessionals in all North Dakota districts to attend the *K-8 Math Institute* and *Lenses on Learning* Conference. There is a \$10 registration fee for this institute, but no other charge for the course unless one wishes to take it for credit.

The *K-8 Math Institute* is a course designed to strengthen the content knowledge of teachers, paraprofessionals, and administrators. The dates for this institute are as follows: January 24-25, 2005; February 14-15, 2005 and March 14-15, 2005. There will also be one follow-up day in September 2005, one in October 2005, and one in November 2005. The *K-8 Math Institute* will be held at the West River Teacher Center in Dickinson, North Dakota from 8:30 am – 3:30 pm MST. Three graduate credits will be available in math/education from Minot State University. Three undergraduate credits will be available in math through Dickinson State University. In order for these credits to count towards renewal of your Title I math credential, they must be taken at the graduate level.

Lenses on Learning is a course designed for principals and superintendents to better understand their role in the support and evaluation of the teaching of math and science in their district. The starting date for this course is January 26, 2005 with other course meetings on February 16, 2005 and March 16, 2005. *Lenses on Learning* will also be held at the West River Teacher Center in Dickinson, North Dakota from 8:30 am – 3:30 pm MST. One graduate workshop credit is available for this course.

Due to the fact that grant funds are supporting these professional development opportunities, the grant will cover the cost of substitute teachers for those attending. Please contact Karen Nelson by telephone at (701) 483-2137 or by e-mail at karen.a.nelson@dickinsonstate.edu as soon as possible if you or someone from your district is interested in attending either of these professional development opportunities.

More information is available on the Title I website at www.dpi.state.nd.us/title1/events.shtm.

Upcoming Events

Grants 101: Professional Grant Proposal Writing Workshop

This course is an intensive and detailed introduction to the process, structure, and skill of professional proposal writing. This course is designed for both the beginner looking for a thorough introduction and the intermediate looking for a refresher course that will strengthen their grant acquisition skills.

- January 12 – 14, 2005
- Fargo, North Dakota

Information is available online at www.thegrantinstitute.com.



K-8 Math Institute

The *K-8 Math Institute* is being offered through Dickinson State University's Math/Science Partnership Grant. This course is designed to strengthen the content knowledge of teachers, paraprofessionals, and administrators.

- January 24 – 25, 2005
- Dickinson, North Dakota

For more information, please contact Karen Nelson at (701) 483-2137 or by e-mail at Karen.a.nelson@dickinsonstate.edu.

Upcoming Events continued on page 8.

Title I Staff

Laurie Matzke
Director
E-mail: lmatzke@state.nd.us
Phone: (701) 328-2284

Gail Schauer
Asst. Director
Reading First Program
E-mail: gschauer@state.nd.us
Phone: (701) 328-2285

Tanya Lunde-Neumiller
Asst. Director
Schoolwide Program
E-mail: tlneumiller@state.nd.us
Phone: (701) 328-4646

Nita Wirtz
Program Administrator
Neglected & Delinquent,
CSR Programs
E-mail: nwirtz@state.nd.us
Phone: (701) 328-1876

Ann Ellefson
Program Administrator
Homeless Programs
E-mail: aellefson@state.nd.us
Phone: (701) 328-2292

Sandy Peterson
Program Administrator
Migrant Education,
Math and Reading Credentials
E-mail: smpeterson@state.nd.us
Phone: (701) 328-2170

Mary Neigum
Fiscal Officer
E-mail: mneigum@state.nd.us
Phone: (701) 328-2281

Missy Schiller
Administrative Assistant
E-mail: mschiller@state.nd.us
Phone: (701) 328-2254

Patty Carmichael
Administrative Assistant
E-mail: pcarmichael@state.nd.us
Phone: (701) 328-3264

Office Fax: (701) 328-4770
Toll Free: (888) 605-1951

Upcoming Events (continued)

Lenses on Learning

Lenses on Learning is being offered through Dickinson State University's Math/Science Partnership Grant. ***Lenses on Learning*** is a course designed for principals and superintendents to better understand their role in the support and evaluation of the teaching of math and science in their district.

- January 26, 2005
- Dickinson, North Dakota

For more information, please contact Karen Nelson at (701) 483-2137 or by e-mail at Karen.a.nelson@dickinsonstate.edu.

National Title I Conference

The National Title I Conference focuses on a wide variety of issues of importance to Title I practitioners at all levels. This is the only national conference devoted solely to the Title I program.

- January 29 – February 1, 2005
- Atlanta, Georgia

Information is available online at www.titlei.org.

2005 Schoolwide Institute: HOW to Make the Grade with Schoolwide Programs

This schoolwide conference will focus on how to involve parents and the community in closing the achievement gap, how to improve math and science instruction, how to maximize your resources under NCLB, and how to write your school improvement plan.

- March 22 – 24, 2005
- San Antonio, Texas

Information is available online at <http://swp.ou.edu>.

North Dakota Council of Teachers of Mathematics (NDCTM) Spring Conference

- April 1-2, 2005
- Jamestown, North Dakota

Information is available online at www.edutech.nodak.edu/ndctm.

North Dakota Reading Association Spring Conference

- April 14-16, 2005
- Grand Forks, North Dakota

Information is available online at <http://ndreadon.utma.com/intro.htm>.

Title I Regional Workshops

The State Title I office is hosting two regional workshops for Title I personnel.

- April 25, 2005 in Mandan, North Dakota
- April 27, 2005 in Fargo, North Dakota

Information will be available online at www.dpi.state.nd.us/title1/events.shtm.

International Reading Association

Come help the International Reading Association celebrate its 50th Annual Convention in San Antonio, Texas. The conference will be packed with sessions on the field's hottest topics, with presentations from leading educators, authors, and keynote speakers including Julie Andrews and Dave Barry.

- May 1-5, 2005
- San Antonio, Texas

Information is available at www.reading.org/association/meetings/annual.html.

